

## Overview and Guidance

### **Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

#### **Welcome**

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

#### **Overview of Legislation**

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

#### **NC State Board of Education Policy (ACIG-000)**

As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

#### **What is the purpose of this plan update?**

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to

their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

### **Overall Writing Information**

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

## When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

## For questions, please contact:

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## Standards and Practices

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### AIG List of Standards & Practices

### Organization of the AIG Program Standards

Each standard is formatted as follows:

**Standard:** The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

**Practices:** The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

### Standard 1: Student Identification

*The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.*

#### **PRACTICES**

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
- c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.

- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

## **Standard 2: Comprehensive Programming within a Total School Community**

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.*

### **PRACTICES**

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit

by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

### **Standard 3: Differentiated Curriculum and Instruction**

*The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.*

#### **PRACTICES**

a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

c) Incorporates a variety of evidence-based resources that enhance student learning.

d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

#### **Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

##### **PRACTICES**

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

#### **Standard 5: Partnerships**

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

## **PRACTICES**

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
- academic and intellectual
  - social and emotional
- b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.
- c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.
- d) Informs all students, parents/guardians, and the community of the following:
- Local AIG Plan
  - Local AIG program services
  - Policies relating to advanced learning and gifted education
  - Ways to access opportunities available to AIGstudents
- Communication is ongoing and responds to the diverse language needs of the community.

## **Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

## **PRACTICES**

- a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE



policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Overview: Mission/Vision Statement and Funding

**Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* LEA Superintendent's Name:

Dr. Tanya H. Turner

\* LEA AIG Contact Name:

Fields, Melissa - Mfields@pqs

Perquimans County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Perquimans County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

Vision: Perquimans County Schools, in partnership with family and community, will educate all students in a safe and nurturing environment to thrive in a global society.

Mission: Perquimans County Schools will provide a quality and innovative education that will prepare every child, every day to be successful.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
* \$ 86,694.80	* \$ 0.00	* \$ 0.00	* \$ 0.00

## Standard 1: Student Identification

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 1: Student Identification

*The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.*

#### \* Practice A

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Perquimans County Schools (PCS) will observe the following steps for screening and referral:


- Universal screening will be conducted during the 2nd Quarter of grades 4 and 7 using an aptitude test such as CogAT or other nationally normed aptitude tests.
- Each year, the AIG Specialist will screen students using standardized achievement results to gather a pool of students to be referred for identification.
- The top 20% of all K-12 students and specifically the top 10% of each subgroup will be screened for talent development/AIG identification using the following data sources: BOG/EOG/EOC (85th percentile), honor roll, ACT/PSAT (19), and scoring one grade level above using assessments such as iReady, DIBELS, IXL, etc.
- At any time parents, teachers, and students can request a screening.

#### \* Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities

to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

We have intentionally created multiple pathways for AIG student identification in order to better serve the needs of all students and specifically underrepresented populations. Quantitative data, including assessment data, as well as quantitative data in the Perquimans County Gifted Rubric will allow greater flexibility in the identification process. The specific pathways for each grade span and area of giftedness are found in the table below.

  Click here to remove the table and use only the narrative field.

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted- Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2				* 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test)	* Must meet both to qualify: 1. 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test) 2. Meet the qualifications for AG, AM, or AR

	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal Assessment in CogAT (or similar aptitude test) *2 grade levels above in DIBELS composite</p> <p>Pathway #2 - Must meet both to qualify: *90% or above on Verbal Assessment in CogAT (or similar aptitude test)</p> <p>*Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Quantitative Assessment in CogAT (or similar aptitude test) *2 grade levels above in iReady Math composite</p> <p>Pathway #2 - Must meet both to qualify: *90% or above on Quantitative Assessment in CogAT (or similar aptitude test)</p> <p>*Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) *2 grade levels above in DIBELS Composite and iReady Math composite</p> <p>Pathway #2 - Must meet both to qualify: *90% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) *Qualifying score on the Perquimans County Gifted Rubric</p>		
3-5				* 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test)	

	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal Assessment in CogAT (or similar aptitude test) *2 grade levels above in DIBELS composite (Grade 3) *95th Percentile in Reading BOG/EOG test (Grades 3-5) Pathway #2 - Must meet both to qualify: *90% or above on Verbal Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Reading BOG/EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal Assessment in CogAT (or similar aptitude test) *2 grade levels above in iReady Math composite (Grade 3) *95th Percentile in Math EOG test (Grades 3-5) Pathway #2 - Must meet both to qualify: *90% or above on Quantitative Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Math EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) *2 grade levels above in DIBELS composite and iReady Math composite (Grade 3) *95th Percentile in Reading and Math EOG test (Grades 3-5) Pathway #2 - Must meet both to qualify: *90% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Reading and Math EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>		<p>* Must meet both to qualify: 1. 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test) 2. Meet the qualifications for AG, AM, or AR</p>

6-8	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal Assessment in CogAT (or similar aptitude test) *95th Percentile in Reading EOG test Pathway #2 - Must meet both to qualify: *90% or above on Verbal Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Reading EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Quantitative Assessment in CogAT (or similar aptitude test) *95th Percentile in Math EOG test Pathway #2 - Must meet both to qualify: *90% or above on Quantitative Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Math EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) *95th Percentile in Reading and Math EOG test Pathway #2 - Must meet both to qualify: *90% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Reading and Math EOG *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test)</p>	<p>* Must meet both to qualify: 1. 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test) 2. Meet the qualifications for AG, AM, or AR</p>
9-12					



	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal Assessment in CogAT (or similar aptitude test) *95th Percentile in English II EOC test  Pathway #2 - Must meet both to qualify: *90% or above on Verbal Assessment in CogAT (or similar aptitude test) OR 90th Percentile in English II EOC test  *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Quantitative Assessment in CogAT (or similar aptitude test) *95th Percentile in Math 1 or Math 3 EOC test  Pathway #2 - Must meet both to qualify: *90% or above on Quantitative Assessment in CogAT (or similar aptitude test) OR 90th Percentile in Math 1 or Math 3 EOC test *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* Pathway #1 - One or more of the following: *95% or above on Verbal and Quantitative Assessment in CogAT (or similar aptitude test) *95th Percentile in English 2 AND Math 1 or 3 EOC test  Pathway #2 - Must meet both to qualify: *90% or above on Verbal Assessment in CogAT (or similar aptitude test) OR 90th Percentile in English 2 AND Math 1 or 3 EOC test *AND Qualifying score on the Perquimans County Gifted Rubric</p>	<p>* 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test)</p>	<p>* Must meet both to qualify: 1. 98% on aptitude test (Nonverbal or Composite area of CogAt or similar aptitude test)  2. Meet the qualifications for AG, AM, or AR</p>
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**\* Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Based on data analysis of our demographics and current AIG population, it was evident that we needed to make significant changes in our screening, referral, and identification procedures to respond to under-represented

populations. Processes have been developed and implemented to address these concerns.

#### Process #1 - Multiple Pathways to Identification

Previous plan cycles included only one pathway to identification in each area and focused heavily on quantitative data for identification. The guidelines were strict requiring students to reach all thresholds for inclusion in AIG services and did not allow for flexibility if they demonstrated gifts in other ways. The new pathways include a combination of quantitative and qualitative data sources including aptitude tests, achievement tests and a rubric. We believe that this flexibility in identification processes will allow more students to demonstrate giftendness in different areas while responding to the needs of under-represented populations.

#### Process #2 - Increase Early Intervention Talent Development Opportunities

Previously, students were selected to talent development at the K-3 level based on teacher discretion. There were no specified criteria for inclusion. This sometimes caused gaps to increase between subgroups and didn't provide opportunities for students to show talents based on exposure. Now we have defined specific screening procedures to include our youngest learners in talent development. All K-3 students that score at least one grade level above on the universal screener (i.e., DIBELS, iReady, etc.) will participate in talent development. In addition, the top 10% of each subgroup will also be included in talent development opportunities based on these screeners. We believe participation in these activities can help "level the playing field" for under-represented students.

#### Process #3 - Expand Screening Process at All Levels

In the previous cycle, we screened all students at Grade 2; however our data indicated that many students may not have performed well on the assessment due to lack of exposure and not necessarily lack of talent. To address this, we will be screening students in the fall of 4th grade and 7th grade using the CogAt. Providing additional opportunities for screening at a later date has the potential to identify a more diverse group of students. In addition, all K-12 students will be screened with a universal screener three times a year. The AIG Coordinators will further screen the top 20% of each grade level, as well as the top 10% of each subgroup. This same process will be applied to BOG/EOG and EOC scores (85th percentile or better), as well as PreACT and ACT scores (19 or better). In addition, a parent or teacher may request additional screening at any time.

#### \* Practice D

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

The District AIG Manual will be used to guide the screening, referral and identification process. The District AIG Coordinator meets quarterly with school level AIG Coordinators to monitor the screening, referral and identification across the LEA for consistency. Documentation for student referrals and/or screening is maintained in student records.

The following timeline guides the screening, referral, and identification processes to be monitored:

September - Screen BOG and BOY assessments to review/revise Talent Development Groups and/or identify students for further screening and/or identification; present AIG 101 and share screening process with staff

October/November - Administer and analyze CogAT in grades 4th and 7th; identify students for further screening and/or identification

November - Fall AIG Headcount due

December - All DEPs completed

January - Screen EOC and MOY assessments to review/revise Talent Development Groups and/or identify students for further screening and/or identification

April - Spring AIG Headcount due; DEPs completed for any students identified since Fall AIG Headcount

June - Screen EOC, EOG, and EOY assessments to review/revise Talent Development Groups and/or identify students for further screening and/or identification

#### \* **Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

Information regarding Perquimans County Schools (PCS) AIG student identification, screening, and the referral process will be made available:

- On the district/school website

- In the AIG Specialists manual
- In the district AIG brochure
- AIG 101 training conducted by AIG Coordinators

The AIG Plan is shared on the PCS website. Brochures are available at the district office and at each school. The district will maintain an AIG Specialists Manual and provide each school’s specialist with a copy of the manual that includes the AIG plan and supporting documents to ensure consistency in implementation across the district. Materials will be translated into different languages based on community needs.

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Each school will house AIG screening documents in a central location within the school. PCS will input identification evidence in PowerSchool.

For those who are identified, documents will be placed in a purple folder with the student's name and housed in the same location as those who have been screened but do not qualify for identification.

**\* Ideas for Strengthening the Standard**

- \*Develop specific forms to document screening process
- \*Develop process to transition data between grade levels and schools
- \*Increase communication regarding referral, screening, and identification processes

**Planned Sources of Evidence**

- \* Perquimans County Schools AIG Rubric
- \* AIG Referral, Screening, and Identification Forms
- \* AIG 101 Presentation

## Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

## Standard 2: Comprehensive Programming within a Total School Community

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Standard 2: Comprehensive Programming within a Total School Community

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.*

### \* Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Perquimans County Schools provides a variety of services to students based on student needs. AIG Coordinators collaborate with curriculum specialists, teachers (regular and special ed), counselors, media coordinators, and support specialists to ensure student needs are being met as outlined in the student's DEP.

Services may include:

- K-5 -Cluster grouping, Push in and/or Pull out services, grade or subject acceleration
- 6-8 - Accelerated classes with certified AIG teacher when possible, High School courses, Push in and/or Pull out services, grade or subject acceleration
- 9-12 - Honors and AP courses, NCVPS courses, CCP courses, Credit By Demonstrated Mastery (CDM), NC School of Math and Science, Advanced Studies, internships, job shadowing

There are a number of AIG certified staff throughout the district that are able to serve AIG students and/or talent development groups. Students receive services in a variety of ways, such as clubs, field trips, course offerings, competitions, counseling sessions, and other opportunities which provide activities that are interesting, challenging and rigorous. Each school has a dedicated block of time called WIN (What I Need) in which AIG students and Talent Development Groups can receive additional enrichment.

All schools promote higher order thinking, as well as the implementation of critical thinking and problem-solving skills. Due to the increase in STEM careers and initiatives, service options often focus on these subjects/professions in grades K-12 when correlated to student interest. At the secondary level (grades 6-12) students are encouraged to take greater responsibility for their own learning. Service options may include research projects, product-based learning, community service, advanced placement, college dual enrollment, virtual learning classes, extracurricular activities, job shadowing, and other recommended options. Other resources may include advanced classes, flexible grouping, clustering, curriculum compacting, and pull out sessions. In addition, sessions on time management, decision-making, organization, and social/emotional needs are offered to students as needed.

DEPs are maintained on all AIG identified students. Classroom teachers are provided with information regarding AIG student's Differentiated Education Plan (DEP) with academic and social/emotional services. The AIG Coordinators oversee the development of an appropriate DEP plan with input from the AIG student (when appropriate), parents/guardians, teachers, counselors, exceptional children's teachers, and other vested stakeholders. Information from these stakeholders and identification information from assessments help determine the differentiated services that are needed to ensure student success in both academics and the social/emotional realm.

  Click here to remove the table and use only the narrative field.

**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Perquimans County Schools collaborates with a wide range of personnel including teachers, counselors, administrators, and parents to support the social and emotional needs of AIG students. Cluster grouping is utilized to

support social interaction and collaboration. These groups are assigned to teachers who are AIG certified if possible. All students in Perquimans County Schools are screened 3 times a year with a universal social emotional screener. These results are used to identify students with risk factors and develop plans to support their individual needs. Resources are made available to address the social and emotional needs of AIG students and may include mentors, special speakers, and counseling sessions.

School-based administrators and counselors work closely with the AIG Coordinators and district AIG Director to facilitate the support of AIG students. The District AIG Coordinator shares AIG updates with school-based administrators, counselors, and teaching staff to help them gain additional skills and knowledge in working with today's AIG student. The District AIG Director and AIG Coordinators serve on numerous committees that offer them the opportunity to advocate for the AIG student. These committees include Student Services, MultiTiered System of Supports(MTSS), Media and Technology Committee (MTAC), School Improvement Teams, and Principal's meetings. This is one advantage of being a small school district.

School Counselors are responsible for overseeing course selection at the secondary level, in conjunction with the AIG Coordinators. Therefore, it is important that counselors know who is identified as an AIG student and the area of their identification. School Counselors are often asked to serve on DEP teams to help advise and share service options, especially in the area of social and emotional needs.

Books and other resources are available for check out to any school employee. New books in the area of social and emotional needs have been purchased or donated for staff members to use. Information is also shared on the district AIG website.

**\* Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Students are served through a variety of learning environments, content differentiation, and special programs. AIG Coordinators collaborate with regular ed teachers to provide support for differentiating services based on student needs.

Learning Environments may include:



Push in, Pull out, Accelerated Classes, Online Classes, Independent Studies, Consultation

Content Differentiation may include:

Enrichment, Extension, Acceleration, Internships, Job Shadowing, Mentoring

All students will have a DEP that outlines their services based on student needs, strengths and grade span opportunities. DEPs will be reviewed and updated annually.

Perquimans County Schools is intentional in course planning to increase and improve offerings for AIG students. AIG funds are used to provide enrichment opportunities for AIG students such as field trip experiences, resources for accelerated courses, STEM, and critical thinking activities.

Teachers are encouraged to use the NCDPI AIG resources to obtain lesson plans and quality activities for service options. Based on research and best practices for all K-12 AIG students, the district recommends the following instructional practices:

- progress monitoring for academic growth
- placement in classes where the teachers are AIG certified or knowledgeable of the characteristics of gifted learners
- placement with a teacher who demonstrates usage of proven strategies in curriculum compacting, acceleration and grouping
- provide opportunities for high ability students to advance through the curriculum or a reading group at a higher and faster pace
- provide higher order thinking skills
- small group differentiated instruction and challenging activities

Clubs and extracurricular offerings to provide additional opportunities for exploration, academic achievement, and leadership are available to serve AIG students and potential Talent Development students. PCS offers classes, subject and/or grade acceleration where needed. Teachers are encouraged to attend the NCAGT conference, pursue add-on AIG licensure and receive AIG professional development to learn innovative skills and best practices relating to gifted

learners. AIG students receive either direct or resource support services from the AIG Site Coordinator or other AIG support personnel.

**\* Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Classroom curriculum and instruction aligns with the NCSCOS and best practices to include the rigor and challenge needed to support student growth and needs.

Practices may include:

- Extended content, enrichment, project-based learning, compacting
- Collaboration with a wide range of specialist
- Vertical Collaboration for enrichment and/or content acceleration
- Multidisciplinary integration including the arts

The AIG Coordinator is responsible for providing the Principal and School Counselor a list of identified AIG students prior to the placement of students in classes. This information is also available in PowerSchool. The purpose of the list is to intentionally serve as a tool to ensure students are placed with an AIG certified teacher or a teacher that has a good understanding and willingness to develop and implement service options for gifted learners. It is also recommended that the comprehensive needs of AIG students be considered when clustering for instruction. The review of testing and other data should be used to determine effective grouping practices and placement of students in advanced courses.

AIG 101 professional development is provided annually to address the importance of grouping practices for the growth of students. Support and training in the area of instructional strategies that are effective with advanced learners is provided using a variety of methods. Grouping may be implemented in a variety of manners. A few examples include:

- small group meetings with AIG Coordinators

- small group within a classroom setting
- special program or project group
- cross-grade classes
- flexible skills, ability, interest clustering
- academic/leadership performance skills

The AIG Coordinator, School Counselor and Principal monitor the grouping of AIG students in their schools and maintain data on how AIG students are performing. School administrators present nine-weeks student data to district level administrators and school personnel to review growth and to develop strategies for improvement. School schedules allow a WIN time for AIG students to meet with other AIG students based on a variety of factors, such as readiness, interest, and abilities.

The elementary and middle schools use data to cluster groups and/or place students in content areas to support student achievement growth based on readiness, interest, abilities and learner profile. The high school provides an array of challenging courses to offer rigor, and customized pathways based on student interests and career/college aspirations including NCSSM courses, AP courses, CCP Courses, and Honors.

**\* Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Perquimans County Schools provides professional development and support for teachers, administrators and support staff to ensure clarity of program services and effective implementation. Efforts will include:

- Provide ongoing Professional Development on best practices for gifted learners in PLCs
- Provide individualized support for teachers who have identified students enrolled in their class
- Provide AIG Handbook to teachers, students, and their families

- Disseminate AIG information to families and the public on the district web page, as well as providing handouts and brochures during parent nights
- Offer AIG Certification to interested teaching staff
- Conduct annual AIG 101 professional development for all instructional staff.

The District AIG Director and AIG Coordinators are responsible for communicating and sharing information about services and procedures. Information is shared through the AIG district website, individual schools' weekly updates, and family events. The board approved AIG plan is posted on the district website for review.

Ongoing AIG committee meetings and district AIG meetings will take place as needed. Beginning teachers receive an AIG orientation during Teacher Talk sessions. AIG brochures are available to all staff members. AIG information is shared during events including family engagement nights. Published information about the AIG Program is shared with civic organizations, at community events and the public library.

**\* Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Perquimans County Schools conducts regular AIG meetings to include:

- AIG Plan implementation
- Service delivery options
- Resources needed
- Vertical alignment
- Budget and AIG Headcount
- Professional Development needs

- NCDPI updates

DEPs are entered into PowerSchool, printed, and maintained at the school level. Records are transferred at the end of the school year to the receiving school in preparation for DEP updates as needed.

AIG Coordinators facilitate school level collaboration to include:

- Review of DEP and supports for implementation
- Curriculum and Instruction support
- Professional Development
- Enrichment opportunities

All teachers are required to attend AIG 101 professional development at the beginning of the year to gain understanding of the AIG plan and program. The AIG Coordinators provide teachers with a list of currently identified AIG students and share DEPs with classroom teachers in order to ensure implementation of the service options cited in the plan. AIG Coordinators share resources and strategies with teachers as needed. AIG Coordinators collaborate with each other to create a smooth transition from school to school and grade level to grade level.

### \* **Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Perquimans County Schools offer numerous service options in the area of acceleration when a body of evidence indicates the need. Examples may include:

- Early entrance to Kindergarten
- Grade/Course Acceleration
- Credit by Demonstrated Mastery

- Dual Enrollment through CCP
- Compacted Content
- High School Courses in Middle School
- Advanced Math Option

As governed by North Carolina State Board of Education policy, the opportunity for acceleration may begin with early entrance to kindergarten. The Principal at Perquimans Central School, counselor, school psychologist and District AIG Director oversee this process.

Students in elementary and middle schools are currently grade/course accelerated on a case-by-case basis through the action of the individual school's AIG team. Advanced Math opportunities are offered in compliance with state law. Dual enrollment opportunities in college-level courses are also available as a means of acceleration. Middle school students are given the opportunity to take certain high school students if they meet criteria specified by the school regarding EOG performance, EVAAS projections, and student performance. Compacted content is utilized at all levels of instruction.

Additional acceleration options for older students may include Credit By Demonstrated Mastery (CDM). Perquimans County Schools follows the state guidelines, as outlined in state policy: State Board of Education Policy SBE GCS-M-001, Section 13. The process includes two parts. First, the student must complete an application and a state or LEA designed test. If the student meets the score determined by the state board policy to qualify, the student advances to the next level in which they must demonstrate a deep understanding of the content using an artifact/product.

Whole Grade Acceleration for elementary, middle, and high school levels is another acceleration option. To accelerate a grade level, students may be required to take additional achievement and/or aptitude tests to determine readiness. The scale totals will be used to determine placement along with the recommendation from the AIG Committee.

Subject Acceleration for elementary, middle, and high school levels may use aptitude/achievement and all student profile data for consideration.

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning

opportunities through a variety of intentional efforts, including talent development, at all grade levels.

All students in Perquimans County Schools are eligible for nomination for gifted services regardless of their background.

- PCS screens all students in 4th and 7th Grade and can implement testing in other grade levels as needed.
- Grades 3-12 use EOG/EOC scores yearly to screen all students
- Each school has an AIG team that determines student placement and enrichment needs based on student needs.
- Flex grouping within the classroom for differentiated instruction consists of students across all ethnic and socio-economic groups.
- PCS encourages nominations from all subgroups and grade spans, including parent and teacher referrals
- Includes all AIG and Talent Development students in club and competition opportunities.
- Students who do not test into identification but display advanced skills and abilities have the opportunity to join Talent Development groups which receive extension and enrichment.
- Rubrics and work samples, as well as anecdotal and empirical evidence which supports the evidence of gifted traits and characteristics, can be used as part of a complete student profile.

To ensure traditionally under-represented populations have equitable opportunities and service options, all extracurricular activities, competitions, clubs, field trips and after school programs are set up to include a diverse student group. Title I and AIG funds are used to sponsor such events. Professional development is provided to teachers to assist with recognizing gifted traits for traditionally under-represented populations.

**\* Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

PCS provides opportunities for students to extend their interests and strengths through extra-curricular activities. Students may be provided alternate delivery methods and schedules to allow the time and flexibility needed to pursue their interests.

Such opportunities may include:

- Internships/Job Shadowing/Mentoring
- Academic Competitions
- Field Trips
- Cultural Arts Experiences
- Athletic Competitions
- CTE/Exploratory Courses
- Independent Studies based on student interest

Classroom teachers will be provided a copy of the DEP to ensure service options are implemented. The AIG Site Coordinators review DEPs for monitoring and fidelity purposes. AIG teachers and AIG Site Coordinators develop activities for students that extend, enrich and grow the interests and abilities of AIG and Talent Development students based on student interest surveys.

### **\* Ideas for Strengthening the Standard**

\*Hiring dedicated AIG personnel would strengthen service delivery for AIG students.

\*Retirements and teacher turnover have decreased the number of AIG certified personnel in the district. We need to increase the number of AIG certified personnel through AIG licensure and training.

\*More consistent professional development would lead to better service delivery for AIG students.

### **Planned Sources of Evidence**



\* Student achievement and growth data

\* Professional development agendas and minutes

\* Differentiated Education Plans

### Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

**Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

*The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.*

**\* Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

Schools provide enrichment, extension, and/or acceleration opportunities that may include:

- Cluster grouping
- Accelerated courses
- Compacting
- Internships/Job Shadowing/Mentoring
- Credit by Demonstrated Mastery
- Dual Enrollment
- Career Technical Education
- Enrichment Groups

- Independent Study
- NC School of Science and Math Classes
- CCP Classes (College Career Promise)
- AP Classes
- Honors Classes

Perquimans County Schools is a 1:1 district that uses technology as a tool to personalize learning opportunities for all students. PCS is implementing the MTSS framework where each school defines an effective differentiated core that is aligned to the NCSCOS to support students who require challenges beyond the core curriculum.

The AIG Coordinators collaborate with the classroom teachers and/or media coordinators to assist, clarify and advise regarding differentiated instructional strategies when needed. Differentiated services may be based on formative assessments, interest inventories, learning style inventories, and social/emotional needs. Classroom teachers are responsible for enrichment and extension to differentiate for the needs of gifted students. Where practicable, schools have built schedules that allow dedicated time for gifted learners to receive services. Each school has a dedicated block of time called WIN (What I Need) in which AIG students and Talent Development Groups can receive additional enrichment.

**\* Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Perquimans County Schools uses research-based practices to address student interests and learning needs through the use of:

- Interest Inventories
- Learning Profiles

- Project-based Learning
- Field Trips
- Contests and Competitions
- Academic Enrichment Opportunities
- Independent Study Opportunities

AIG Coordinators provide support to regular classroom teachers in employing diverse and effective instructional practices.

Staff and classroom teachers are provided with a resource library, software subscriptions, hands-on materials, ACT prep, etc. Teachers are encouraged to use NCDPI AIG online resources to obtain lesson plans and quality activities for service options. Based on research and best practices for all K-12 AIG students, the following instructional practices are recommended:

- Progress monitoring for academic growth
- Placement in classes where the teachers are AIG certified or have knowledge of the characteristics of gifted learners
- Placement with a teacher who demonstrates usage of proven strategies in curriculum compacting
- Content and/or grade acceleration
- Provide opportunities for high ability students to advance through the curriculum or reading group at a higher and faster pace
- Provide projects which encourage higher order thinking skills
- Implement small group differentiated instruction and challenging activities
- Cluster grouping students

- Credit by Demonstrated Mastery
- Advanced classes (i.e., Accelerated, Honors, AP, CCP, NCSSM, etc)
- Clubs and extracurricular offerings

**\* Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

In collaboration with instructional support staff, Perquimans County Schools uses evidence-based resources to support the needs of advanced learners.

These resources may include:

- iReady
- APEX
- EdGems
- Amplify
- IXL
- STEM Resources
- NC DPI AIG and NCAGT resources

AIG Coordinators provide support to regular classroom teachers in implementing differentiated lessons and experiences. These resources are available to teachers, AIG Coordinators, and counselors which may include:

- EVAAS data
- Benchmark/diagnostic testing data

- SEL Screening
- CogAT Student Profiles
- Interest and Learning Style Inventories
- Career Inventories
- Dual Enrollment classes
- Credit by Demonstrated Mastery guidelines and assistance
- NCDPI AIG online resources

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Perquimans County Schools fosters the development of future-ready skills for AIG students within a real-world context through a variety of opportunities such as:

- Academic enrichment
- Project-based learning
- Interest-based clubs and/or competitions
- STEM activities
- Service Learning
- Mentoring Programs
- Internships

- Digital Portfolios
- Advanced classes (i.e., Accelerated, Honors, AP, CCP, NCSSM, etc)
- Cluster grouping
- Real-world Context Field Trips
- Community Service Learning Projects

Perquimans County Schools is a 1:1 district that ensures all students in grades K - 12 have a digital device for instructional purposes which contributes to the quality of learning in our LEA. The district Digital Coach provides professional development and coaching support to teachers to strengthen effective future ready skills. Online classes, such as CCP and NCSSM courses play a vital role in meeting the needs of AIG students to ensure they are college or career ready.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

To differentiate classroom curriculum and instruction and inform flexible grouping practices, Perquimans County Schools uses formative and summative assessments such as:

- Pre-ACT/ACT
- EOG/EOC
- EVAAS
- mClass/DIBELS 8
- Diagnostic Assessments (i.e., iReady, IXL, etc.)

- KELI
- School level assessments (i.e., teacher-made assessments, pre-tests, etc.)
- Aptitude tests (i.e., CogAT)

Ongoing assessment data is collected, disaggregated and analyzed regularly. Data is used to drive differentiated instructional decisions such as flexible grouping, cluster grouping, small group instruction in the regular classroom setting.

**\* Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

PCS addresses the social and emotional needs of AIG students through effective curricular and instructional practices that may include:

- Sharing resources such as NCAGT Parent Information page
- Individual and small group sessions with AIG Coordinators and/or counselor as needed.
- Cluster grouping
- Mentoring
- Gifted characteristics and awareness training
- Learning styles/Interest inventories
- Sanford Harmony Curriculum (K-5)
- Character Strong Curriculum (6-12)
- SAEBERS SEL Screener data analysis



Professional development and training sessions in the area of social and emotional needs of AIG students are conducted with staff. Counseling personnel attend training sessions to advance their understanding of the social/emotional needs of AIG students and learn coping strategies. The AIG Director will continue to meet regularly with the district Student Support Service Team to share updates and gain support. AIG students will be strongly encouraged to participate in specific clubs and activities designed to meet their social and emotional needs. The AIG district website link will provide Social and Emotional resources, articles, and suggestions to help educate all stakeholders. PCS will continue to encourage staff members to obtain AIG Certification.

**\* Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

AIG Coordinators cultivate and develop the potential of young (K-3) students through:

- Talent Development enrichment groups
- Flexible Grouping
- Cluster grouping within the classroom
- Differentiation within the regular classroom
- Extension and exploration into STEM curriculum

Students who are mastering skills and content at an accelerated pace based on multiple assessment measures are provided opportunities for rigor and advanced learning such as flex grouping and differentiated curriculum. Resources are used to enrich learning and support critical thinking such as high interest books and STEM activities. Students are placed in appropriate reading groups based on diagnostic assessments. This enables the teachers to better support the students. Grade level teams and MTSS groups collaborate to recognize K-3 students with outstanding potential and provide appropriate services.

### \* Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

PCS develops and implements differentiated curriculum and instruction through:

- AIG Professional Development provided to staff by AIG Coordinators
- Guest speakers for professional development
- Seek grants to provide professional development to personalize learning
- Ongoing collaboration with instructional staff to support differentiated instruction
- Professional Learning Community meetings
- Support from media coordinators

The district strategic plan prioritizes personalized learning, and leadership ensures implementation of differentiated instruction by monitoring the school instructional frameworks. Instructional staff are expected to provide a differentiated core using learning management systems with one to one technology. Teachers and support staff are provided collaborative planning time when possible to plan, problem solve, and evaluate effectiveness of instruction. AIG Coordinators will advocate for differentiated curriculum and instruction through PLC meetings, MTSS teams, and content teams. The MTSS framework assists in serving AIG students, especially if identified as twice exceptional.

### \* Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

State and district policies mandate a DEP be maintained for every identified AIG student and reviewed annually. It is the responsibility of the AIG Site Coordinator to develop this document along with the support of other involved

stakeholders (parents/guardians, teachers, counselors, student, etc.)

DEPs should reflect the services that best align with the student's current needs and interests. It should be customized based on student interests, talents, and career goals. The DEP should be signed and shared with all parties involved. Classroom teachers should be provided with information from DEP to ensure service options are carried out. The District AIG Director reviews DEPs for monitoring and fidelity purposes.

**\* Ideas for Strengthening the Standard**

- \*Having instructional staff dedicated to AIG learners would allow more opportunities for students
- \*Provide high quality, consistent professional development to all staff to ensure academic, enrichment and social/emotional needs are being met
- \*Use AIG funding to provide materials and experiences which enrich, extend and expand knowledge for AIG students and students in Talent Development

**Planned Sources of Evidence**

- \* Class rosters showing an enrollment of AIG students in Accelerated, Honors, AP courses, and CCP courses
- \* AIG student achievement per school data presentation including CCR proficiency and EVAAS growth.
- \* WIN Group schedule and lesson plans

**Documents**

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

## Standard 4: Personnel and Professional Development

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 4: Personnel and Professional Development

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

#### \* Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Perquimans County Schools employs an AIG certified Director who collaborates with school-based AIG Coordinators to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The AIG Director serves as the district representative and attends regional and state meetings. This director represents and advocates for the AIG program with the district leadership, school-based administrators, Board of Education, and community stakeholders. Additionally, he/she also coordinates AIG screening and identification activities. He or she advocates for school-based AIG specialists K-12, oversees the state AIG allotment at the district level, monitors AIG records, and serves as Due Process Administrator.

#### Essential Duties and Responsibilities:

- Functions as a liaison between the school system and the North Carolina Department of Public Instruction Department of Academically or Intellectually Gifted Instruction
- Manages state funding allotted to the district and divides funds to each of the district's schools
- Oversees the development of AIG protocols, guidelines, and procedures
- Manages, directs, and administers the AIG program including the development of budgets and evaluation of the program.

- Attends professional development to remain current on research based practices to support school level implementation of state funded AIG programs
- Is familiar with laws related to the state's legislation of gifted education
- Provides leadership and guidance to district personnel working with gifted students
- Oversees the administration of gifted testing and identification
- Communicates with schools, outside agencies and other stakeholders with regards to AIG program policies, procedures, and concerns
- Conducts research, collects data and rewrites the district AIG plan every three years as required by state law
- Participates in district MTSS meetings to advocate for AIG students
- Facilitates district AIG meetings
- Performs other duties as assigned by the Superintendent

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

PCS has an AIG-certified Specialist/Coordinator at each of the four schools. Because we are a small district with limited funds, these AIG Coordinators also serve as Assistant Principals or media coordinators. We are hoping to secure funding to prioritize dedicated AIG staff.

Responsibilities of K-12 AIG Coordinators:

- Collaborate with school-based staff to implement and monitor the local AIG program and plan
- Provide professional development opportunities

- Monitor AIG records at the school level
- Report AIG headcount
- Partner with students, families, community members, and other stakeholders to provide additional resources and opportunities to enhance learning for gifted students
- Coordinate AIG screening and identification activities at the school level
- Advocate for all gifted students in the school
- Serve on District MTSS Implementation Team when appropriate

**\* Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

PCS provides ongoing professional development for staff through various modes based on student and staff needs. All instructional staff, administrators, and student services personnel participate in AIG 101 training annually. This training includes identification processes, best practices for differentiation, role of gifted education in MTSS, and meeting the needs of gifted EL/EC students. In addition, targeted professional development is provided in PLCs as determined by needs assessment surveys. The district encourages teachers to obtain add-on AIG licensure through coursework and Praxis.

**\* Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Principals and counselors are provided a list of current AIG certified teachers by the district. They are encouraged to place AIG students with AIG certified teachers or teachers that have a proven record of success with gifted learners (i.e., meeting or exceeding growth in EVAAS with AIG learners, high growth with gifted learners in core curriculum assessments, etc.). Students are also placed in cluster groups in classrooms when appropriate. School-based AIG specialists provide support to classroom teachers as needed.

### \* **Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

PCS encourages staff to obtain AIG licensure through coursework offered by IHEs. Funding in the AIG budget is prioritized to make this possible. Other funding sources are considered as appropriate to meet growing needs. The district is also exploring opportunities to provide professional development to support staff in earning AIG licensure through the Praxis. Options may include locally or regionally delivered PD, training provided by NERESA, and/or NCDPI.

Our Strategic Plan has a goal to “recruit, retain, and support effective and diverse teachers.” The HR department is intentionally incorporating strategies to recruit more diverse teachers such as attending career fairs at HBCUs and involving teachers of color in recruitment opportunities. Candidates are screened with preference given to those with additional licensure, including AIG certification. During the interview process, questions are included regarding meeting the needs of gifted and advanced learners.

### \* **Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

As part of our District Strategic Plan, all staff at PCS will receive professional development in culturally relevant teaching and learning practices by 2023. This training will include the critical actions in the Equity and Excellence in Gifted Education Guidebook. Resources for training will include The Leadership Academy, Culturally Responsive Teaching and the Brain, and other professional resources.

Based on the Promising Practices in Action 2: Equitable Identification Practices, we have completely revamped our screening and identification process. Students will be screened with the CogAT in grades 4 and 7 to allow additional opportunities for students to demonstrate gifted potential. In addition, data at all grade levels will be reviewed to identify the top 10% of each subgroup to include in talent development. Staff will be trained in this new process in the AIG 101 session. Screening data will be reviewed in PLCs as part of the MTSS framework.

**\* Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

The AIG District and School Level coordinators also serve on the district MTSS and Strategic Planning Committee. In addition, they lead professional development and PLCs. This provides opportunities to align the goals of the AIG program with other district and school improvement initiatives, such as SEL/resilience, Thinking Maps, Culturally Responsive Teaching, Literacy, and building an effective implementation of the MTSS framework.

PCS implements professional development that addresses best practices in gifted education through the AIG 101 session. This includes information about the AIG plan, as well as topics such as characteristics and instructional practices that support gifted education, including the social and emotional needs of gifted learners. AIG training is also embedded in PLCs, professional development days and/or staff meetings using resources such as “Booster Shots” based on needs assessments. AIG certified teachers are encouraged to share best practices through teacher-led PD sessions. Following professional development, walkthroughs will document implementation of AIG best practices. Teachers will reflect on lessons learned in PLCs.

**\* Ideas for Strengthening the Standard**

- \*Prioritize AIG funding to ensure adequate staffing to support the needs of AIG students.
- \*Be more intentional with AIG professional development leading to AIG licensure.

**Planned Sources of Evidence**

- \* District strategic plan
- \* Professional development agendas and presentations
- \* AIG Certified stafflist



## Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

## Standard 5: Partnerships

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

## Standard 5: Partnerships

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

### \* Practice A

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

PCS communicates with parents, families, and the community through the district AIG webpage, newsletters, and School Messenger calls. In addition, two-way communication is maintained through family nights, advisory board meetings, DEP meetings, transition nights, surveys, and school-related functions. Parents are provided an opportunity to learn more about resources for AIG students on the district AIG webpage. Students, staff, and parents/guardians are encouraged to share program feedback with the District AIG Director and/or AIG Coordinators.

There is a clear and collaborative relationship between the student, parents/guardians, teachers and AIG Coordinators regarding student service options. Teachers are made aware of identified students and the areas of giftedness. DEP teams collaborate to determine the appropriate differentiated services that will impact the learning, social and emotional well-being of individual AIG students.

### \* Practice B

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Perquimans County Schools partners with community organizations and institutions of higher learning to enhance the AIG program and services.

Such partnerships include (but are not limited to):

- College of the Albemarle CCP/CTE Dual Enrollment
- Coursework with North Carolina School of Science and Math
- Collaboration with Elizabeth City State University and East Carolina University
- NC State College Advising Corp
- NC State Goodnights Program
- Technical or trade schools
- Regional Competitions such as Battle of the Books, Math 24, etc.
- Neighboring school districts
- Perquimans County Arts Council
- Museum of the Albemarle
- Job-shadowing through the Chamber of Commerce
- Internships at local businesses

Perquimans County Schools maintains relationships with multiple colleges and universities to provide AIG enrichment opportunities. Due to the small, rural area, Perquimans County has a limited number of businesses and industries.

**\* Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Perquimans County Schools has a diverse district AIG Advisory Board that assists with developing, monitoring, and revising the AIG program and plan. The group may include AIG certified staff members, classroom teachers, counselors, students, parents/guardians, other instructional and support staff, and community members.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Perquimans County Schools will share the AIG plan, program services, policies, and opportunities available to AIG students to parents/guardians, and community stakeholders through a variety of ways:

- Parent meetings and conferences
- Presentations at family nights
- AIG website
- Newsletters
- Brochures
- School Messenger Calls
- Local news media

- A printed copy of the plan available at all schools and the Central Office

The District AIG Director and Coordinators meet with principals, directors and student services to disseminate information, share goals, plans and procedures. AIG Coordinators meet with staff members at their school site at the beginning of the school year and in PLCs to share AIG information, best practices, and to address concerns and issues. Virtual and/or face-to-face meetings serve as a valuable method to discuss the AIG program and services. AIG Information is available during school-based events such as Open House, Science Night, CTE Night, Family Night, Transition Night, etc. The District AIG Director will share updates with AIG Coordinators. Information is shared as needed by emails, phone calls, google docs, etc. The AIG Plan is placed on the district's website, once approved by the Board of Education. Such information is translated into the native language of families as needed.

**\* Ideas for Strengthening the Standard**

- \*Expand our AIG Advisory Council to include more diverse stakeholder groups
- \*Develop user-friendly documents that are easily accessed by stakeholders

**Planned Sources of Evidence**

- \* AIG Webpage
- \* Meeting agendas and notes
- \* Newspaper articles and social media posts

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

## Standard 6: Program Accountability

### Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### **Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

#### **\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Perquimans County Schools develops an AIG Plan Writing Committee that reviews, revises, and updates standards for the new AIG plan that are in accordance with NC legislation and policy, NC Department of Public Instruction, and NC AIG State Standards. Team members attend regional training sessions and survey various stakeholder groups ( i.e., students, parents, teachers, etc) to reflect on the effectiveness of the program and on ways to strengthen the plan. The new plan is reviewed by both district personnel, community stakeholders, and parents. The plan is presented to the local board of education for approval. The AIG plan is reviewed and revised every three years.

#### **\* Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The PCS AIG Plan is monitored through:

- Regular meetings with the district AIG leadership team
- Stakeholder surveys
- Formal and informal meetings with school staff, administrators, and parents/guardians

- Classroom walkthroughs to ensure effective AIG Plan implementation
- Auditing AIG student records
- Conducting professional development
- Sharing AIG student achievement data with the Superintendent, Assistant Superintendent, and AIG Director.
- Implementing legislative mandates for AIG and Advanced Learners.

**\* Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The District AIG Coordinator, in collaboration with the district AIG leadership team, and Finance Officer, reviews the AIG budget and ensures that state AIG funds are being used to support the AIG program.

A yearly AIG Budget is planned and prepared by the AIG Director with the assistance of the Finance Officer and approved by the Superintendent. A needs assessment is completed at each school to determine budget needs. Funds are used to meet the needs of AIG expenditures aligned with the AIG Plan. Principals and the AIG Director are responsible for approving AIG expenses. Prior approval and purchase order forms are required to be submitted to the AIG Director. The Finance Officer presents a monthly AIG expenditure report to the AIG Director and Superintendent. This information is also shared with Board of Education members.

The District AIG Director also provides continual advocacy for AIG students and teachers, and also takes advantage of blended funding whenever possible, so that other funding sources can be used to strengthen the program.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

District AIG Leadership team members from each school:

- Collect and analyze data quarterly (academic, attendance, behavior, etc.)

- Review drop out data each semester
- Review EVAAS data annually to determine AIG student population growth
- Review EOG/EOC data annually to determine AIG proficiency trends
- Review other data sources to inform program planning (i.e., Credit by Demonstrated Mastery results, scholarship acceptance, AP performance, Dual Enrollment, internships/mentorships, etc.)

School administrators are responsible for collecting, analyzing, and sharing student data at the district and school level paying close attention to underserved populations to proactively address achievement, growth or drop out risk. AIG Site Coordinators and teachers assist with gathering and sharing student data. Staff members review student data to determine the effectiveness of service options provided to students and make changes to service delivery as appropriate in alignment with MTSS protocol.

#### \* **Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Perquimans County Schools screens all students in grades K-12 three times a year with research-based achievement universal screeners in reading and math. In addition, all 4th and 7th grade students are screened annually with a research-based aptitude test (CogAT). These screeners are used to ensure that students' demographic factors do not reduce their likelihood of referral, access to and participation in the AIG program. The top 20% of all students and the top 10% of each subgroup screened will be further assessed to determine if they may be eligible using an alternate pathway. These students will also be included in Talent Development opportunities. School AIG Coordinators regularly examine student records to determine possible eligibility for AIG services. They also monitor high performing students' academic performance and collect pieces of evidence such as work samples, rubrics, or alternative assessments that can compile a more complete student profile to identify students. AIG Coordinators and others seek to identify under-represented populations in the AIG program. Under-represented



students may be included in AIG activities through a Talent Development program. By using the AIG student data that is generated in PowerSchool, the AIG Coordinators can access data which includes information about the representation of students who are culturally/ethnically diverse and twice-exceptional. During AIG professional development, a strong emphasis is placed on serving and meeting the needs of all students, particularly those in under-represented populations. AIG Coordinators collaborate with school level and district level MTSS teams to gather, analyze and act on multiple data sources with particular attention to under-represented populations.

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### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	---	---	---	---	---	12.32%
<b>Male</b>	---	---	---	---	---	---	9.82%
<b>Total</b>	---	---	---	---	---	---	11.08%

### Percent of Total AIG Students Identified as Dual Exceptionality

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#### \* Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Perquimans County Schools Human Resources Department maintains a record of all AIG certified personnel and their assigned site locations. This information is monitored by the District AIG Director and shared with the AIG Leadership team and school-based administrators. Professional development and AIG Certification opportunities are planned using this data. This information is also used to determine appropriate placement for gifted and advanced learners.

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

PCS provides opportunities for students, parents/guardians, teachers, and stakeholders to provide feedback by means of surveys, DEP meetings, Advisory Board meetings, and other school-based family events to improve services and programs. Classroom teachers and school administrators solicit feedback to improve student service options and improvements for the AIG program and plan. Information is also gathered through PLCs, MTSS meetings, and other professional development events. Quantitative survey data is analyzed as well as informal qualitative data from walkthroughs, parent meetings, and other school meetings.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

AIG data from various sources will be reviewed and analyzed at AIG Advisory Board, PLC, and leadership team meetings throughout the year. Input from parents, students, teachers, other staff, and community members will also be gathered from surveys annually. Feedback from these meetings and surveys will be used to analyze the successes and challenges of the AIG plan and revise as needed. An annual review of multiple data sources, programs, and services will be conducted by the AIG Advisory Council to determine the effective implementation of the AIG Plan, as well as data trends and patterns to inform program improvement efforts.

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Program evaluation and plan progress will be shared with the AIG Advisory group, district-wide leadership, school administrators, students, family and community groups through a variety of formats such as meetings, family nights, brochures, and websites. Information will be shared in the languages represented by stakeholder groups as appropriate. Successes of the AIG program will also be showcased in the local newspaper and through social media. District will adhere to FERPA rules and protect confidentiality when sharing data.

**\* Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

To safeguard the rights of AIG students and parents/guardians, written policies, procedures, and practices have been developed. The 2022-2025 AIG Plan, policies and procedures are posted on the district and school website and shared with staff members during AIG 101 training.

  Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	<p>* All Fourth and Seventh Grade students are provided the opportunity to take the CogAT to identify potential students to be included in the AIG program. Parents are provided with notification of the screening process and purpose, and they are allowed to opt out of testing if so desired.</p> <p>Students in all grade levels are screened annually by the AIG School Coordinator using academic measures including BOG, EOG, EOC, and other diagnostic tools to determine if they meet qualifications for the AIG program. Teachers, instructional staff, parents, and students can also nominate individuals for consideration in the AIG program. If additional assessments are needed to determine eligibility, parental informed consent is obtained through our nomination process.</p>

**Informed consent for placement**

\* If a student meets the criteria for identification in the AIG program, their parents/guardians are invited to a conference to discuss screening results, placement and service options. Parents are provided a Parents' Right Handbook prior to their child being identified. Written consent for parent permission for identification and services is obtained. The AIG team consisting of parents, regular education teachers, AIG Coordinator, and student (when appropriate) shall contribute to the writing of a DEP (Differentiated Education Plan) for Academic Reading(AR); Academic Math (AM); Academic in Both Reading and Math (AG); Intellectually Gifted (IG); or Academically and Intellectually Gifted (AG) identified student. The AIG Coordinators schedule DEP meetings annually (more if needed) with parents, students, and teachers to develop service options and secondary course selections that best fit the student's needs. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG committee. All AIG forms, materials relating to testing, and the Parents' Rights Handbook will be translated into the students' native language(s), as needed.

**Transfer procedures**

\* Students who transfer from other districts and were previously identified as AIG/gifted will continue to be identified as gifted in Perquimans County and receive AIG services in their area of identification/strength. Parents/guardians must submit appropriate documentation to the school data manager. Additional screening may be required to obtain adequate evidence and to determine service options. The AIG Coordinator will invite parents/guardians to a conference to discuss placement and service options based on student needs following the procedures for informed consent.

Students who transfer from other states or North Carolina school districts with no prior gifted (AIG) identification must be enrolled and attending a Perquimans County Public Schools before a nomination may be submitted. The AIG nomination/referral procedures will then be followed.

<p>Reassessment procedures</p>	<p>* Although all 4th and 7th Grade students are screened using the CogAT to determine potential placement in the AIG program, reassessment for students who would benefit from additional opportunities to demonstrate a need for gifted services will be offered to students pending a review of academic measures or nomination by teachers, instructional staff, parents, and/or students</p>
<p>Procedures to resolve disagreement</p>	<p>* The Superintendent, AIG Director, School Principals, and AIG Coordinators are responsible for ensuring plan procedures and policies are followed. Hard copies of the 2022-2025 AIG Plan are also located at each school site to be shared with all stakeholders.</p> <p>The Perquimans County Handbook on Parents' Rights explains parents' due process procedures regarding the PCS AIG identification and services decisions. The due process procedures include the following five steps:</p> <p>Step 1. Teachers/AIG committee conference:</p> <p>A. Parent/guardian may make a request (written or oral) for a conference with the teacher/AIG Coordinator to discuss concerns about the placement decision. The date the request is made should be entered into the student's folder to ensure documentation of due process.</p> <p>B. AIG Committee reviews the student's record and nomination, identification, and service delivery decisions. The committee may gather additional information about the student from parents and/or teachers. Any decisions will be noted in the student's folder.</p> <p>C. AIG Committee conducts a conference within ten school days of parent/guardian request and subsequently responds to the parent/guardian in writing within ten school days following the conference. A running record of events will be kept as documentation of due process.</p> <p>Step 2: Appeal to Principal /AIG Coordinators or District AIG Director:</p> <p>A. Parent/guardian may appeal the AIG Committee decision in writing to the Principal/AIG Coordinators/District AIG Director within ten school days of receiving the response.</p> <p>B. Principal/AIG Coordinators/District AIG Director reviews the grievance and conducts a meeting with the parent/guardian within ten school days of receipt of appeal.</p> <p>C. Principal/AIG Coordinators/District AIG Director responds in writing to the parent/guardian concerning the outcome of the review within ten school days.</p>

Step 3: Appeal to Superintendent

- A. Parent/guardian may appeal decision of Principal/AIG Coordinators/District AIG Director within ten school days of receiving the response.
- B. Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal.
- C. Superintendent responds in writing concerning the outcome within ten school days to the parent/guardian, AIG Coordinators/District AIG Director and school principal.

Step 4. Appeal to Local School Board of Education

- A. Parent may appeal to the Board of Education in writing within ten days following the written response from Superintendent.
- B. The Board shall offer a final written decision within thirty days. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

Step 5: North Carolina State Level Grievance Procedure

- A. Parent/family may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to:
  - i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
  - (ii) whether the local plan for gifted education has been implemented appropriately in regard to the student's needs.
- B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of NC General Statutes. As an alternative to Steps 3 or 4, a school system could elect to form either a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.

It is recommended that phone calls be documented and that only appropriate information be sent through email. At every step of the process, documentation should be kept to ensure and confirm that due process was followed with fidelity.

The following additional guidelines to assist with maintaining quality documentation and stakeholder involvement include:

Parents, regular education teachers, AIG teacher, and student (when appropriate) shall contribute to the writing of the Differentiated Education Plan for the Academic Reading (AR); Academic Math (AM); Academic in Both Reading and Math (AG); Intellectually Gifted (IG); or Academically and Intellectually Gifted (AG) identified student.

Perquimans County Schools will provide and require permission slips and consent forms be signed by parents before attending field trips and other AIG events. Parents also have the right to refuse that their child's picture be taken and published. Forms are available at each school. The procedures for district appeals are listed in the Handbook on Parent's Rights. The Handbook on Parent's Rights is available online on the district AIG page, embedded into the AIG plan and at all school sites. Stakeholders can contact the AIG Director for assistance, if needed. All students are provided a Student Handbook to ensure general school rules and policies are communicated.

Teachers will use PowerSchool to obtain student information. AIG Coordinators will maintain a student record for each identified AIG student.

Electronic information is protected by FERPA measures and any documents transmitted via electronic means are password protected to prevent inadvertent interception of confidential information.

The AIG Specialists schedule DEP meetings annually (more if needed) with parents, students, and teachers to develop service options and secondary course selections that best fit the student's needs. The parents shall be given advanced notice in order to prepare to be present and share service options ideas with the AIG committee.

Transfer students who were identified as gifted in their previous district will continue to be identified as gifted in Perquimans County. Parents/guardians must submit AIG documentation to the school data manager. The AIG Specialists will set up a conference to create a DEP to match student needs based on service options available.

AIG Specialists are provided sample letters for consent to test or for identification purposes. It is recommended that phone calls be documented and that only appropriate information be placed on social media and sent through email. District policy on privacy protocol will be followed when dealing with confidential student information

**\* Ideas for Strengthening the Standard**

- \*Need more consistency with AIG Advisory Council meeting schedule
- \*Need to involve more community stakeholders in AIG Advisory Council
- \*Need to determine the effectiveness of new screening measures as it relates to equity and excellence

**Planned Sources of Evidence**

- \* Meeting agendas and notes
- \* Stakeholder surveys
- \* Grievance documentation

**Documents**


Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	




Local Board of Education Approval

**Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:


**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	

AIG Related Documents

**Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Perquimans County Schools (720) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
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  The Local AIG Plan glossary is provided in an uploaded document.